LOEX of the West 2010
Conference

Crossing Borders,
Expanding Frontiers

Mount Royal University
Calgary, Alberta, Canada
June 10-12, 2010
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<th>Time</th>
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<td>Thursday, June 10, 2010</td>
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<tr>
<td>11 am-5:30 pm</td>
<td>Registration, Roderick Mah Centre for Continuous Learning (EC)</td>
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<td>1:00-4:00 pm</td>
<td>Pre-conference session, Room EC 2065, Roderick Mah Centre for Continuous Learning (EC)</td>
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<td>Opening reception/Registration, Mount Royal Faculty Centre (see map on program back cover)</td>
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<td>Friday, June 11, 2010</td>
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<td>8:15-9:45 am</td>
<td>Introduction, Keynote by Lisa Given, Roderick Mah Centre for Continuous Learning (EC)</td>
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<td>Coffee break, Roderick Mah Centre for Continuous Learning (EC)</td>
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<td>1st Concurrent Sessions室</td>
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<td>768-9:45 am</td>
<td>A day in the second life of students</td>
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<td>Lunch and tours, Roderick Mah Centre for Continuous Learning (EC)</td>
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**Saturday, June 12, 2010**

7:00-9:00 am  Registration, Roderick Mah Centre for Continuous Learning (EC)
7:15-8:15 am  Breakfast, Roderick Mah Centre for Continuous Learning (EC)
8:30-9:30 am  4th Concurrent Sessions
10:00-11:30 am 5th Concurrent Sessions
11:30-12:30 pm Lunch, Roderick Mah Centre for Continuous Learning (EC)
12:30-2:00 pm  6th Concurrent Sessions
2:00-2:30 pm  Break, Roderick Mah Centre for Continuous Learning (EC)
2:30-3:30 pm  7th Concurrent Sessions
3:30-4:00 pm  Conference wrap-up and next steps, Roderick Mah Centre for Continuous Learning (EC)
Welcome to LOEX of the West 2010

It is with great pleasure that the LOTW 2010 Team welcomes you to Canada, to Calgary, to Mount Royal University, and to LOEX of the West 2010. It seems like such a long time ago that a couple of us ventured from Mount Royal to LOTW 2002 in Eugene. We had such a good time that we started thinking how much fun it would be to host one of these wonderful conferences. And we were right – it has been a tremendous experience to plan this conference and we are looking forward to sharing it with you.

Calling for papers on our theme, Crossing Borders, Expanding Frontiers, we hoped to draw out some of the incredible collaborations that are happening all over libraryland, inquire into instruction to underserved groups, and provide a forum for the discussion of new tools and techniques. WOW! Just about the hardest part of hosting this conference was choosing from the many wonderful projects submitted. The range of activities contributing to information literacy instruction is truly inspiring.

Over the next few days, take advantage of the minds around you, take time to reflect, make connections, make friends, indulge in conversations there often isn’t time for during the busy days at work, and HAVE FUN!

The LOTW 2010 Planning Team

Conference Organizing Committee

Conference co-chairs: Margy MacMillan & Meagan Bowler, Mount Royal University

Program: Nancy Goebel (Chair), University of Alberta, Augustana Campus; Meagan Bowler, Mount Royal University; Michelle Edwards Thompson, Red Deer College; Nedra Peterson, Woodbury University; Paul Neff, University of Alberta, Augustana Campus; & Michele Meisart, Community College of Baltimore County

Registration & Information: Pearl Herscovitch & Janet Monteith, Mount Royal University

Communications, signage and maps: Meagan Bowler, Margy MacMillan, Judy Trafford, & Natalie O'Toole, Mount Royal University; Nedra Peterson, Woodbury University

Sponsorship: Arden Matheson

On-campus donations: Carol Shepstone, Mount Royal University

Accommodation/Local information: Katharine Barrette, Mount Royal University

Hospitality: Michelle Sinotte, Mount Royal University, Sarah Jones, Calgary Public Library, & Kat Marlowe, SAIT Polytechnic

Technology: Geoff Owens, Mount Royal University

Volunteers/Program design: Cari Merkley, Mount Royal University

Graphic design: Oliver Harrison, Mount Royal University

A special thank you to the many volunteers who have lent their energies, time and expertise to the planning and delivery of this conference.
Thursday, June 10, 2010

11:00 am  Registration opens, Roderick Mah Centre for Continuous Learning

1:00 to 4:00 pm  Pre-conference session
Room EC 2065, Roderick Mah Centre for Continuous Learning

Professional conversation: A pre-conference session on publishing with RSR (Reference Services Review)
Presenters: Eleanor Mitchell and Sarah Barbara Watstein, Reference Services Review
Join RSR (Reference Services Review) co-editors Eleanor Mitchell and Sarah Barbara Watstein for a lively and practical exploration of opportunities and challenges in publishing your work in the area of library and information science. RSR is a quarterly, refereed journal dedicated to the enrichment of reference knowledge and the advancement of reference and instructional services. RSR covers all aspects of reference functions in all different types of libraries – academic, public, school, special. The session will focus on all aspects of article development – topic selection, publisher queries, research, manuscript development, the peer review process, manuscript revision, the manuscript submission process, and copyright. The session will also consider the role of the journal editor and how best to optimize this role to your advantage. Discover the benefits and opportunities associated with support and services from various publishers. Hear what the editors have to say about what are or will be the hot topics in reference and instruction in the digital age. Hear what editors themselves look for in proposals and in manuscripts, get practical tips and guidance on how to get your work published and maximize dissemination. Find out how to mine your experiences, projects, and programs for publishable content. If you are thinking about contributing to a scholarly journal, have a manuscript in process and feel “stuck,” or have questions about any aspect of the writing and publishing process, this session is for you!

Break sponsored by Emerald Group Publishing

5:30 pm  Registration closes at Roderick Mah—reopens at opening reception

6:00-8:00 pm  Opening reception
Mount Royal Faculty Centre (see map on program back cover)

Sponsored by Mount Royal University Library
Friday, June 11, 2010

7:00 am-1:00 pm  **Registration, Roderick Mah Centre for Continuous Learning**

7:30-8:15 am  **Breakfast, Roderick Mah Centre for Continuous Learning**
Breakfast is sponsored by University of Alberta Libraries

8:15-9:45 am  **Introduction and Keynote, Roderick Mah Centre for Continuous Learning**

*Crossing interdisciplinary boundaries in LIS research*
*Keynote speaker: Lisa M. Given*

The field of library and information science is often defined as ‘inherently interdisciplinary.’ Faculty and students come from various disciplines (e.g., engineering, nursing, fine arts, history, education, etc.) and information professionals help individuals locate information for various situations and purposes. LIS research draws on these various influences, so that we live and breathe interdisciplinarity as we develop our research problems, review relevant literature and design projects.

Although interdisciplinary research is core to LIS, it is a relatively new idea in other, traditionally “silos” areas of research – leaving many people to grapple with the challenges of working and talking across the disciplines. Universities and colleges are developing new interdisciplinary programs of study; and, funding agencies have embraced ‘interdisciplinary research’ as a way to foster collaboration. These changes raise new opportunities for librarian-researchers to work across disciplines. However, we also need to examine the impact of interdisciplinarity on traditional ways of doing research. In this talk, I will examine some of the joys and pitfalls of planning and conducting interdisciplinary research. I will draw on my experience as both a “solo” researcher (with projects crossing LIS, education, sociology and critical theory boundaries) and as a “team player” (with co-researchers in humanities computing, public health, nursing and beyond), to offer guidance for successful implementation of interdisciplinary research.

Lisa M. Given, PhD, is an Associate Professor, School of Library and Information Studies and Adjunct Associate Professor, Humanities Computing at the University of Alberta.

9:45-10:00 am  **Coffee break, Roderick Mah Centre for Continuous Learning (EC)**
Friday, June 11, 2010

10:00-11:30 am **1st Concurrent Sessions**

10:00-11:30 am **Room A (EC 1060)**

*A day in the second life of students of the pirate librarian (25 mins)*

*Presenter: Felicia A. Smith, University of Notre Dame*

Felicia Smith’s interactive presentation will allow participants to experience the wonders of her Pirate Teacher classes at the University of Notre Dame. This presentation will include her Citation Cop YouTube video which has gone viral. Her leprechaun avatar, IRIS Maximus, will teleport participants to the virtual world of Second Life so they can maneuver through her library maze. Fun search examples and active learning exercises from her scholarly articles will be used. Participants will be able to use the Kindle e-readers used in her Freedom Readers classes for juvenile inmates. It’s not just all fun and games, it is Edu-tainment!

*augustana living library: Helping students understand people as information sources (25 mins)*

*Presenter: Nancy Goebel, University of Alberta, Augustana Campus*

The augustana living library is an initiative through which people (called “Readers”) who want to learn about a specific topic meet people (called “Living Books”) whose life experiences embody that topic. Readers “check out” Living Books for an hour of conversation regarding that Living Book’s particular topic. The “readings” detail lived experiences of prejudice, stereotypes and/or unique life stories — all which offer the Readers insight into the Living Books’ lives. Readers are encouraged to experience the “Living Books” as information sources for undergraduate research and the development of critical thinking skills. Where permitted by teaching faculty, students cite the Living Books in their undergraduate research in the same way that they would books and journal articles — as valid information sources thereby challenging the “norm” of the established bibliographic comfort zone. The new Augustana library building has constructed new walls; the augustana living library is opening doors and windows to achieve its motto “growing with people, growing in community, growing our world.” In this session I will present the augustana living library project and how it is contributing to opportunities for students at the Augustana Campus of the University of Alberta to develop information literacy and critical thinking skills.

*A school mascot walks into a library: Transcending borders to integrate school spirit into information literacy (25 mins)*

*Presenters: Kristin Henrich & Diane Prorak, University of Idaho*

What sounds like a joke in the making resulted in an unlikely alliance at the University of Idaho Library. We experienced great success in producing three instructional library videos, all starring the school mascot, Joe Vandal. Our goal was to deliver formerly in-person instruction - concepts such as physically finding a book on the shelf, or how to use microfilm - using video format to teach familiar concepts in a new technological space, thereby reaching a more diverse audience. Featuring the school mascot in the videos, rather than a librarian, increased student buy-in for information literacy concepts, and introduced an element of humor. We will discuss the making of the videos, their use in courses across the curriculum, and the results and feedback gained from students. Challenges and obstacles will be discussed, with an eye towards best practices for participants wishing to explore a similar program at their university.
Border crossings: Collaborating with faculty and administration to integrate reading activities into freshmen orientation (25 mins)
Presenter: Nancy Fawley, Virginia Commonwealth University
Information literacy instruction and life-long learning does not need to take place in the classroom or library, nor does it need to be confined to the semester calendar. Collaborating across academic and administrative departments engages faculty, librarians, staff and students in the first-year experience. The library at Virginia Commonwealth University worked with student affairs and first-year faculty to integrate reading into freshmen orientation activities. The goal was to introduce international students, who have little experience with libraries, to the habit of reading. Research shows that individuals who read, particularly for pleasure, have better reading comprehension, writing skills, vocabulary and grammar than those who do not read on a regular basis. By providing opportunities for reading and reflection, plus activities with peers, freshmen were introduced to key library and administrative staff, plus the material and pedagogy that will form the base of their next four years at university.

Building partnerships: Collaborations that work! (25 mins)
Presenter: Julie A. Petr, University of Kansas
Academic libraries, facing ever-growing budgetary constraints, are developing strategies for expanding and strengthening their roles within University communities. This presentation focuses on two examples of library services that expand partnerships within the University of Kansas community. The first is a summer student-athlete class offered by the KU Libraries, “Research Methods and Information Literacy.” The instructors of this class collaborate closely with the Athletics department and the University Writing Center to create a de facto ‘learning community.’ The second example discusses the unique opportunities provided to academic librarians through class service learning projects. The presenter plans to use these examples as a jumping off point for audience participants to discuss innovative services within their libraries.

Language learning through database searching (25 mins)
Presenter: Karen Bordonaro, Brock University
Do non-native speakers of English engage in English language learning while they search for information in library databases? The answer appears to be yes. This study identifies a number of vocabulary strategies and library learning strategies identified by the international students themselves that support this claim. And what might these results mean for practicing librarians? Librarians may be in a unique position to help international students whose first language is not English to become more proficient in both arenas: English language learning and library database searching.
Friday, June 11, 2010

10:00-11:30 am 1st Concurrent Sessions

10:00-11:30 am Room C (EC 2065)

Youth internships: Finding new avenues for information literacy mentorship in a special library (25 mins)
Presenter: Jen Hoyer, Edmonton Social Planning

Expanding awareness of the library of a non-profit research group is difficult; opportunities for teaching information use best practices in non-profit and research environments to new audiences are rare. Within this setting, a youth internship program was created to mentor young people as they seek to develop research skills in the context of social justice projects. This has provided an opportunity for the library to reach out into the community, pursue its mission of social justice, and share resources and expertise with a new group of clients. Working with a student over the course of a four to six month project allows for extended research and information literacy mentorship in whatever form is most relevant to the project. This presentation will describe the process of creating such a program and will discuss the information behaviour that can be modelled in this context.

Optimizing our teaching and learning: Hybrid mode of instruction (25 mins)
Presenter: Tatiana Usova, University of Alberta

Hybrid learning is an emerging educational model that aims to blend the best of online and face-to-face learning. In the face of pervasive student use of new technologies, this presentation will look at endeavors to employ electronic tools in teaching university library courses. A live demonstration of our learning environment, which includes a variety of media and interactive teaching materials, will be provided. Presenter will also address a strong partnership developed between a librarian and faculty to increase student engagement in the learning process. Discussion and questions from the audience will be encouraged.

I've lost my identity - Oh, there it is . . . in a style manual: Teaching citation styles and academic honesty (25 mins)
Presenters: Connie Ury, Lori Mardis, & Sarah G. Park, Northwest Missouri State University

Have you ever ended the day feeling that instead of helping students locate information, you've become a citation vending machine? With the recent publication of new editions of two style manuals in the past year, many of our citation question statistics have risen. Come to this presentation prepared to participate in a survey about citation instruction and reference. You’ll have a chance to compare your answers with the results of a survey implemented with academic librarians in a nine state area of the Midwest. You’ll also have a chance to view citation style guides, academic honesty and plagiarism tutorials, online movies, and interactive learning objects that teach citing. Each of these resources can be adapted for use at your site. Don’t miss this opportunity to learn about the models the presenters employ to help unique student populations, including international students, to learn to format notes and bibliographies for research papers.
10:00-11:30 am  
**1st Concurrent Sessions**

**Room D (EC 2075)**

*Expanding library playground: The academic acculturation of international students at the beach (90 mins)*  
*Presenter: Eileen Bosch & Khue Duong, California State University, Long Beach*

At California State University Long Beach (CSULB), librarians are partnering with the Center for International Education (CIE) and the Learning Assistance Center (LAC) to offer a series of four workshops focusing on the adjustment of international students to the CSULB academic culture. In these workshops, international students learn about cultural differences that may affect exam taking, classroom communication, and academic research, including plagiarism and bibliographic management. Librarians will discuss the challenges in developing, planning, and implementing this series and their collaboration with other campus-wide academic units to improve academic success and retention of international students. The presenters will engage the audience with hands-on activities, including cultural sensitive explanation of library concepts and the use of humor to pique international students’ information literacy. This presentation will provide some concrete ideas to implement this collaborative process at other libraries.

10:00-11:30 am  
**Library Lab (in the Library on the ground floor of the main building on campus)**

*Adding accessibility to multimedia library instruction (90 mins)*  
*Presenter: Robert Monge, Western Oregon University*

Multimedia library instruction includes the use of images, video, sound, and text. These instructions can be used in a blended library session or function as stand-alone web based content. Librarians can apply dual coding, cognitive load, and working memory theory to maximize learning potential. Applying cognitive learning theory to multimedia instruction makes the learning experience more meaningful for students, but it also makes them less accessible to students with a disability (disability equalling a learner difference and not a separate category of student). Librarians often compromise and make multimedia instructions that are accessible but not optimal. However, we can design both accessible and meaningful multimedia library instructions for all students. In this hands-on workshop, participants will create a multimedia presentation based on cognitive learning theory, create an alternate text version, create an assistive technology readable PDF version and create an audio version.

11:30 am-1:00 pm  
**Lunch and tours, Roderick Mah Centre for Continuous Learning**

Sponsored in part by the Alberta Association of College Librarians

Meet at 12:30 at the registration desk if you are interested in a tour of the library, an outdoor geology laboratory, a pleasant garden, or MRU’s recreation facilities.
Visualization of citation  
Presenter: Michelle Sinotte, Mount Royal University  
This method was initially developed in the classroom on the fly as an attempt to give students a different perspective on how citation works. It has since been captured as a short video tutorial that can be integrated into classroom presentations or BlackBoard sites, or viewed by students needing help or review.

Do you like research? Why or why not?: Understanding freshmen attitudes towards research.  
Presenter: Jacqueline Courtney Klentzin, Robert Morris University  
This G.I.F.T session explains the genesis, methodology, and preliminary results of a simple qualitative survey, which asked the presentation title questions. The instrument was given to first semester freshmen at Robert Morris University in Pittsburgh, PA ,USA, who have recently received library instruction as part of their participation in a required communications course. Based on the findings of the study, the RMU information literacy librarian will be able to better shape her research instruction for the audience at hand. Please note that this study does not investigate student research behaviors. Instead, it tries to capture general thoughts and feelings in regard to the research process and take the affective pulse of new college students as they begin their careers in higher education.

What you won’t learn in library school...Everything you need to know about planning an awesome subject specific library class  
Presenter: Tara Coleman, Kansas State University Libraries  
Librarians are not generally taught how to design and teach subject specific library classes in library school or on the job. When they do have theoretical training, it is often framed in perfect world conditions. The instructor gives you an assignment, the students are well versed in their subject, they have been to numerous other library classes, and everyone is really interested in what you have to say. After I started teaching as a subject librarian, I learned that in most cases, this doesn’t happen. In the real world, there may be no assignment, the students don’t know what the instructor expects them to know, and they have never been in the library before, let alone attended a library class. In this G.I.F.T., I will talk about the challenges I encountered after teaching for the first time, the changes I made to my instruction to meet the needs I saw in my students, and tips on how to plan an awesome library class under real world conditions.
2nd Concurrent Sessions

Room A (EC 1060) continued

G.I.F.T.S. #1 continued...

Testing conventional wisdom with evidence-based management: The role of information literacy

Presenters: Betty Braaksma, Ganga Dakshinamurti, & Nick Turner, University of Manitoba

We describe a project conducted in an introductory human resource management course that required students to test conventional wisdom of managers against findings from the research literature on human resource management. We first describe the importance of evidence-based management in teaching business courses. An analysis of 91 student’ post-project written reflections suggests that they learned much about the nature of evidence and reconciling managers’ conventional wisdom with the best evidence derived from the social science literature. The importance of information literacy, however, was also demonstrated in the observations about perceived inability to read and interpret social scientific research and the pragmatic (often technically-related) difficulties in accessing high-quality sources of social scientific research.

And we didn’t even have to pay them! Library Days for faculty and graduate students

Presenter: Sara K. Kearns, Kansas State University

Faculty and graduate students may see the value in learning how to use library resources and tools more effectively, but they can rarely carve out the time. Kansas State University Libraries responded by developing Library Days. Library Days are scheduled like conferences, with many concurrent sessions offered throughout the day. Faculty and graduate students can then attend a line-up of classes according to their needs. Stop by and learn about the logistics and benefits of creating your own Library Day.

Room B (EC 1050)

Student perspectives on information literacy (55 mins)

Caitlin Young, Janet Waye, Darcy Mammel, Brenna Herbert, Kim Gray, Leanne Laverick, & Barb Macleod (Moderator), Mount Royal University

A panel of senior students will share their views of the challenges in finding, evaluating, and using information. They’ll speak candidly of where the frustration points are, and what has made research more efficient as they’ve progressed in their studies. Finally they’ll talk about the effects of their experience - what they wished they had known earlier.
Friday, June 11, 2010

1:00-2:00 pm  2nd Concurrent Sessions

1:00-2:00 pm  Room C (EC 2065)

Bridge-building and border-crossing: The collaborative story of an online information literacy tutorial (55 mins)
Presenters: Sonya Betz, Karen Hering, & Jody Nelson, MacEwan University; Virginia Pow, University of Alberta

Since implementing an online tutorial as the foundation of our IL program, MacEwan University Library has been working towards breaking down borders within our institution and building bridges with institutions to create several dynamic partnerships. Although we started our journey alone, we’ve picked up valuable travelling companions along the way, including the University of Alberta Library. Using the ongoing evolution of our IL tutorial as a touchstone, librarians from MacEwan and the University of Alberta will describe how we identified potential travel companions, how our tutorial has provided new opportunities for crossing borders, and where we want to venture next. Throughout this interactive session, participants will have many opportunities to share their perspectives, brainstorm ideas for cooperative projects, and identify potential collaborators. We hope participants will leave this session inspired to identify their own travel companions and begin to venture across borders in their home libraries.

1:00-2:00 pm  Room D (EC 2075)

Pre-library instruction exercises, in-class quizzes, and instruction on the fly, oh, my!
Presenter: Teague Orbluch, University of Michigan, Dearborn

If librarians knew student’s research weaknesses before instruction they could make instruction more practical. Also, if librarians had a method of making instruction more engaging they would include that method. This presentation will discuss the usage of a pre-library instruction exercise, which allows us to know research weaknesses. Next, our recent incorporation of an in-class quiz utilizing Clickers now makes instruction more engaging and consequently more on the fly. Attendees will do the pre-library instruction exercise that will lead to an in-depth discussion about the exercise, attendees will take the in-class Clicker quiz, and to further orient the attendees with the Clickers the discussion portions will be designed so that attendees can “click in” on issues listed that they think need to be developed. Attendees will learn that carefully crafted exercises and the usage of Clicker quizzes can make instruction more practical and engaging.
Friday, June 11, 2010

1:00-2:00 pm  2nd Concurrent Sessions

Library Lab (in the Library on the ground floor of the main building on campus)

Why? And nine (or so) other questions to enhance critical thinking in even brief instruction sessions (55 mins)
Presenter: Susan Cooperstein, Loyola University, Maryland

Critical thinking is an often stated goal of colleges and universities, academic departments, and information literacy programs. But is it really a deliberate goal in a library instruction session? Do we just voice this goal? Or do we specifically address critical thinking in our classrooms? And if so, how do we do it? The purpose of this session is to promote more critical thinking activities in library sessions. Through presenter examples, audience activities, and participant suggestions, we will explore and devise ways to enhance critical thinking skills even in brief one-shot sessions.

2:00-2:30 pm  Refreshment break, Roderick Mah Centre for Continuous Learning

Sponsored by SAIT Polytechnic Library

2:30-4:00 pm  3rd Concurrent Sessions

Room A (EC 1060)

Boole hoops: An interactive classroom game (25 mins)
Presenter: Peggy Lynn MacIsaac, Athabasca University

The concept of using Boolean operators can be introduced into the classroom by building on the student’s knowledge of Venn diagramming. This presentation will demonstrate a game developed by the presenter, which uses hula hoops and a collection of toys. It simulates developing a good search phrase to increase relevancy.

Undergraduates’ academic information management behaviors: Preliminary results and an interactive discussion of an ethnographic study (55 mins)
Presenter: Diane Mizrachi, University of California, Los Angeles

This presentation will discuss an ongoing doctoral study on the academic information behaviors of undergraduate students. Data was collected using ethnographic techniques to answer the question: How do undergraduate students manage their academic information environments in their dormitory rooms? Building on studies in Personal Information Management, the goal is to describe and understand how digital natives gather, integrate, and manage academic information in their role as students. After sharing preliminary findings of this work in progress, the audience will be asked for input and suggestions to help drive the focus of the analysis. Participants will form smaller groups to discuss ideas on how these findings could impact interactions with their own students, and impact information literacy outreach and instruction in their institutions in general. Groups will share their ideas with the rest of the audience in order to further dialog and foster creative approaches to student interactions and instruction.
Friday, June 11, 2010

2:30-4:00 pm  Room B (EC 1050)

Primary sources: Not just for archivists! Promoting archival resources and optimizing outreach to the K-12 community (90 mins)

Presenters: Jenny Sweeney, National Archives; Lea Worcester & Evelyn Barker, University of Texas at Arlington

Join the University of Texas at Arlington Library and the National Archives at Fort Worth for a discussion of promoting the use of archival collections to K-12 schools. Projects discussed include web sites, publications, exhibits, distance learning, and class visits. The presentation will include information about the planning and maintenance of these projects, response to our efforts, and lessons learned. A hands-on segment of the session will show librarians and archivists how they can encourage educators to incorporate primary sources into the curriculum with activities that encourage students’ critical thinking. Discussion at the end will encourage participants to share their projects and success stories and explore partnerships within their community.

2:30-4:00 pm  Room C (EC 2065)

Crazy vids, clips, bits, and toons: Simple, fun ways to engage students with popular media students are watching (25 mins)

Presenter: Russell Palmer, LYRASIS

In this session, attendees will review simple ways to use popular, relevant media samples to engage students in information literacy topics.

Bio-what? Collaborating to create subject guides for our campus and beyond!(25mins)

Presenter: Jenny Oleen, Kansas State University

Traditional library instruction involves bringing current university students to a library classroom and showing them how to use the physical and online resources. As a land-grant institution, Kansas State University (K-State) goes beyond that by reaching out not just to current students, but to the citizens of Kansas as well. As any academic librarian knows, members of the broader community are life long learners with a variety of technology requirements and education levels. One way we do this is by collaborating with our campus partners to create online pathfinders or subject guides to deliver relevant and accessible information to this atypical university audience.

Reaching their point of need–Examining the state of digital library instruction in 2010

Presenter: Tim Donahue, Montana State University

During 2009, Montana State University Libraries conducted an online survey of digital library instruction. 100 library websites were examined for their library instruction content. Data was collected in various categories including location, linkage, pathways into instruction, terminologies, formats, and technologies utilized. The results illuminate the current state of digital library instruction in higher education and point toward a set of best practices for developing online tutorials, instructional videos, and information literacy learning modules. This presentation summarizes our findings, identifies the most successful examples we found, and highlights our own digital instruction efforts as informed by the study. A brief demonstration of MSU’s MediaHub (library video repository) and a quick look at our core set of newly created information literacy tutorials will lead us into questions and discussion.
Friday, June 11, 2010

2:30-4:00 pm  3rd Concurrent Sessions
2:30-4:00 pm  Room D (EC 2075)

A course in scholarly publishing for undergraduates at the University of Utah (25 mins)
Presenter: Peter L. Krause, University of Utah
A new avenue of outreach for the J. Willard Marriott Library at the University of Utah that addresses the undergraduate teaching mission of the university is the development of a new course for undergraduates in the area of scholarly publishing. Upon completion of this course, students have the basic tools to pursue publishing a journal article. A unique feature of the course is that students not only study the craft of creating an article, but also develop sound and efficient research strategies that they can apply in graduate and professional schools. As competition for graduate school admissions and funding becomes more competitive, motivated undergraduates who publish in peer-reviewed journals increase their chances for graduate admissions and graduate funding and reflect positively on the institutions that have prepared them. These undergraduates bring not only prestige to themselves and the university, but positive attention the library. This session will focus on how such a course was implemented and promoted at the University of Utah.

Beyond the one-shot workshop: The library/first-year writing collaboration at Boise State University (25 mins)
Presenters: Sara Seely, Tom Peele, & Melissa Keith, Boise State University
In this presentation, a librarian and an English composition professor will describe their collaborative efforts to improve the research practices of undergraduate students by linking two courses, English 102: Introduction to College Writing and Research (3 credits), and University 106: Library Research (1 credit, a fully online course). The presenters will describe how the pairing of these courses has provided sustained and tailored research instruction and has been delivered in student-centered online formats. We will also report the results of our assessment of student research and writing practices.

Techies and librarians CAN work together: A team approach to integrating research instruction with technology training (25 mins)
Presenters: Ann Medaille & Amy Shannon, University of Nevada, Reno
Today’s successful researcher requires a complex set of research, technology, and production skills. Traditional research instruction is no longer sufficient. The University of Nevada, Reno’s “Knowledge Center a la Carte” program consists of a three-day workshop event that integrates traditional research training with instruction in software, equipment, instructional technology, and production skills. Learn how this collaborative approach to training faculty, staff, and graduate students can generate excitement and enthusiasm for library and information services.
Friday, June 11, 2010

2:30-4:00 pm  
**3rd Concurrent Sessions**

2:30-4:00 pm  
**Library Lab (in the Library on the ground floor of the main building on campus)**

*Scouting new territory – exploring science through free data sources*
*Presenters: Mindy Thuna, University of Toronto, Mississauga & Don MacMillan, University of Calgary*

Explore rich data resources that take instruction beyond books and articles to where scientific discoveries are often first disseminated – patents and e-science data collections that host new information before it arrives in the journals. Experiment with patent searching through Google and other interfaces, travel through the National Center for Biotechnology Information (NCBI) gateway into the world of genomic and biomedical information, and venture through physics and mathematics via arXiv.org. These are the resources your faculty and graduate students are using now to create new knowledge, the resources that can excite undergraduate students about research at the cutting edge of understanding. Student and faculty feedback to the introduction of these resources shows how valuable they are to current and future researchers. In this session you will gain first-hand experience of advanced information resources, learn how they have been integrated into instruction at the graduate and undergraduate level, and brainstorm ways of introducing them to your students.

6:00-9:00 pm  
**Conference Banquet, Calgary Chamber of Commerce**

Cocktails from 6:00-6:30 pm  
Dinner from 6:30-9:00 pm

The conference banquet will take place at the Calgary Chamber of Commerce. The Chamber is located in downtown Calgary in a heritage building at the corner of 6th Avenue and Centre Street SW. The address is 100 6th Avenue SW. There are several pay parking lots located in the area.

Free shuttle buses will be available to transport you to and from the banquet from the Mount Royal University campus. The bus stop will be located in front of the Roderick Mah Centre for Continuous Learning.

Buses will be leaving for downtown at the following times:
5:00 pm, arriving downtown at 5:30 pm  
5:20 pm, arriving downtown at 5:50 pm  
5:40 pm, arriving downtown at 6:10 pm  
6:00 pm arriving downtown at 6:30 pm

Buses will be returning to the campus from downtown at the following times:
9:00 pm, 9:15 pm, 9:40 pm, & 10:00 pm
Saturday, June 12, 2010

7:00-9:00 am  Registration, Roderick Mah Centre for Continuous Learning

7:15-8:15 am  Stampedede-style breakfast, Roderick Mah Centre for Continuous Learning

Break out your western wear (or just bring your appetite) to a Calgary Stampede-style pancake breakfast.

Breakfast sponsored by University of Calgary Libraries and Cultural Resources

Kerchiefs sponsored by the Library Association of Alberta

8:30-9:30 am  4th Concurrent Sessions

8:30-9:30 am  Room A (EC 1060)

G.I.F.T.S. 2 = Great Ideas For Teaching Students

La bibliotecaria en la clase: Crossing borders in Chicano Studies 101
Presenter: Judy Sevilla-Marzona & Juana Mora, Rio Hondo Community College
Preliminary results will be presented comparing two on-campus sections of Chicano Studies 101: one with an embedded librarian, the other without. Students’ learning of research skills and the quality of their final project were analyzed to see if having a librarian in the classroom contributed to a better awareness of library services and an improvement in research skills.

Rising above the borders with problem-based learning: A partnership between teaching faculty and librarians
Presenter: Samantha Hines & Eric Hines, University of Montana
Building upon recent research into problem-based learning, a political science professor and a librarian drafted a library research assignment that engaged students beyond the 50-minute library instructional session. The problem to be solved during the library session was a model of problem scenarios that the professor carried through the entire semester, which allowed students to try out problem-based learning in a guided environment and experience the library as a partner in education. This session will explore how the curriculum class was taught using problem-based learning and how the library session was structured. Analysis of the scenario used will demonstrate the effectiveness of the library session, and analysis of end-of-semester course evaluations will show the value of this approach both from the information literacy angle as well as the view of liberal arts education.

G.I.F.T.S. sessions continue on following page...
Saturday, June 12, 2010

8:30-9:30 am  **Room A (EC 1060) continued...**

**Mapping library resources**
*Presenter: Margy MacMillan, Mount Royal University*

A low-tech mapping exercise improved student awareness of the physical locations of materials they needed for their academic program. The program, Information Design, draws from the arts, technology, computer science and publishing, so students need to know more than one area of the library. Students were shown how to search for materials in the catalogue, and then sent forth to retrieve at least one item. Their final task was to draw on a transparency of a library map exactly where they had found the resources. As our library has book, video, journal and reference collections, the map was very colourful. Students enjoyed the activity (most came back with armloads of resources), and the instructor indicated they used a wider range of resources throughout the semester. A digital version of the map was posted to their library worksheet and Blackboard site as a reminder that their material was ‘all over the map.’

**Finding your synonym: A springboard to constructing a search**
*Presenter: Sara Davidson, University of California, Merced*

Participate in a simple, fast, and effective activity which will demonstrate how to introduce students to search terms in preparation for constructing effective search strategies. Based on sample research topics, you will be given a search term and must locate peers with similar or related terms. In the process, you will be thinking about how terms are related and we will use this as a springboard for constructing and conducting an effective search. Use this strategy to engage the students early on in the class and to set a conversational and interactive tone for the remainder of your information literacy session.

**A starring role for students: Handheld video cameras for orientation to library services**
*Presenter: Rian Misfeldt, Saskatchewan Institute of Applied Science and Technology*

Inspired by a similar idea at LOEX-of-the-West 2008, Rian Misfeldt invented a new way to engage students by making them ‘star’ in their own library orientation films. Find out what camera technology your institution needs to purchase and what you need to know in order to implement this unique orientation activity. See his adaptation of the “jigsaw” active learning technique in action as you view actual clips students created. Review with him the many pedagogical benefits to engaging students in this unique way.

8:30-9:30 am  **Room B (EC 1050)**

**Evidence of impact: Using scholarship of teaching and learning to understand and improve information literacy instruction**
*Presenters: Becky Willson & Richard Gale, Mount Royal University*

How do we go about understanding the extent to which students are learning what we think they are learning from our information literacy instruction? More than student evaluations and more than assessment, some are approaching this question through systematic scholarly inquiry, or scholarship of teaching and learning. This session will provide background information about this relatively new form of scholarship and how it has been utilized in one library context.
Saturday, June 12, 2010

8:30-9:30 am  **4th Concurrent Sessions**

8:30-9:30 am  **Room C (EC 2065)**

*Peer-ing into the information commons: Making the most of student workers in new library spaces (55 mins)*

**Presenters:** Andrea Stanfield, University of West Georgia & Russell Palmer, LYRASIS

Many libraries are adapting the information commons model for public services. In this model, libraries rely on student assistants to have sophisticated interaction with patrons who are working through the research process.

8:30-9:30 am  **Room D (EC 2075)**

*Images as information: Incorporating visual information literacy in the library classroom and beyond (55 mins)*

**Presenter:** Benjamin R. Harris, Trinity University

Information literacy advocates have become increasingly aware of the fact that visual literacy and information literacy are not mutually exclusive, but instead, may build upon each other to enhance student learning. At the same time, teachers across disciplines have become more conscious of the proliferation of information transmitted in visual forms and the skills students may need to adequately address this phenomenon. During this interactive session, participants will be introduced to several activities and assignments that merge information literacy outcomes with visual literacy development in courses across disciplines. Finally, a syllabus for an interdisciplinary course on visual information literacy will be provided.

8:30-9:30 am  **Library Lab (in the Library on the ground floor of the main building on campus)**

*Capture it! Using screencasting in bibliographic Instruction (55 mins)*

**Presenter:** Dana M. DeFebbo, The Citadel, The Military College of South Carolina

This session will cover free and mostly free resources such as Jing and Screencast-o-matic that are available to create short 5-minute (or less) screencasts of standard information seeking techniques to help prime students before a bibliographic instruction session as well as provide students with an easily accessible recap of search techniques after a session. This session will also cover best practices for getting faculty cooperation in using these screencasts to help their students become more knowledgeable about library resources for research.

9:30-10:00 am  **Refreshment break, Roderick Mah Centre for Continuous Learning**

Sponsored by MacEwan University Library and Red Deer College Library
Saturday, June 12, 2010

10:00-11:30 am  **5th Concurrent Sessions**

10:00-11:30 am  **Room A (EC 1060)**

**Higher, deeper, broader: Expanding IL to higher level students deepens their understanding and broadens their range (25 mins)**
**Presenter: Don MacMillan, University of Calgary**

This paper reports changes over time in senior biology students’ use and knowledge of information resources. In response to data collected in 2006, a session was added to engage students with PubMed, and advanced search strategies. The impact of this is evident in surveys of senior students conducted in 2008. The surveys also show how students deepen and broaden their understanding of information in response to classes, informal learning and the requirements of assignments, as well as their understanding of the differences between information sources and the part each of those sources plays in different stages of research. The survey offers a free, easy way to continually refine curriculum in response to changes in student needs and the information environment. The results provide insight into student learning, as well as evidence for the impact of a particular session.

**Are we having fun yet?: Developing interactive lectures and presentations (25 mins)**
**Presenter: Andy Jackson, University of Dundee**

This session will look at the use of interactive lecturing and presentation techniques for library instruction. Using innovative approaches to presenting can engage your user and help you and your organisation get to the heart of the learning experience. These techniques can also enliven a range of library instruction activities, ranging from simple induction presentations to the delivery of more complex information skills sessions. The session will look at lesson planning and delivery techniques such as the use of the Cephalonian style, Library Lotto and small-group interactions to help you enthuse and engage your users in an interactive format using the Cephalonian style, involving colour, conversation, image, and humour to illustrate how the engagement of your audience can help you start to develop deeper learning. It should also demonstrate that libraries and learning can be fun!

**Libraries and the frontiers of discovery (learning) (25 mins)**
**Presenters: Lindsay Johnston, Allison Sivak, & Daniel DeCastro, University of Alberta**

How can libraries and librarians respond to diverse pedagogies within postsecondary institutions? The University of Alberta Science and Technology Library piloted an integrated library instruction program with a novel integrated first-year science course. This course employed the pedagogy of discovery learning in order to encourage students to think across scientific disciplines. Part-way through the project, the coordinating librarians recognized that their approach was not functioning as planned, and so began an investigation of how library instruction and discovery learning intersect. This session will provide the results of this review, looking to determine the place pedagogical theories hold within the IL literature. We will then present a conceptual paper, drawing on the literatures of education and LIS in order to create a model of how libraries can respond to different pedagogical methods.
Saturday, June 12, 2010

10:00-11:30 am  5th Concurrent Sessions

10:00-11:30 am  Room B (EC 1050)

*Partnering with the vendor: Results of summon usability testing (25 mins)*
*Presenter: Karen Hunt Keiller, University of Manitoba*

The session will present results of usability testing of the Summon discover layer, being implemented at the University of Manitoba Libraries. Specifically the session will include the experience of partnering with the vendor to undertake the usability testing, what we learned during usability testing, and advice for others thinking about partnering with vendors to conduct usability research. The session will also explore what impact the Summon discovery layer will have in how liaison librarians teach and the impact on other library services such as document delivery and virtual reference.

*Deconstructing Facebook: What is its role in the learning process? (55 mins)*
*Presenter: Thane Chambers, Diane Clark, University of Alberta*

Librarians were quick adopters of Facebook. However, most libraries use it for marketing, and not to build knowledge and engagement with students. We will present findings of research that explored how Facebook is used by University of Alberta students in their learning. Facebook looks like an easy tool for creating communities of learners. It definitely has potential for sharing resources, creating discussion, and support in the learning process. This highly interactive session, with much discussion, reports on research that explored these ideas using three qualitative methods. We will report on a content analysis of communication within student groups; an ethnographic analysis of the groups’ behaviours; and interviews with members of student groups. This research provides rich data on how students behave within Facebook groups. It also, in combination with the interactive elements of this session, will provide insight into whether librarians should use Facebook to build engaged communities of learning.

10:00-11:30 am  Room C (EC 2065)

*Teaching in the digital mode of history: Disciplinary knowledge, digital literacy, and collaboration (90 mins)*
*Presenters: Jerremie Clyde & Glenn Wilkinson, University of Calgary*

The digital mode of history is a way of authoring scholarly history that goes beyond text by using digital game technologies to allow the reader to explore an argument in an interactive way. The session will use a combination of verbal presentation, digital video, group discussion, and serious play to explore educational aspects of the digital mode of history by focusing on three main areas. Firstly it will discuss how the digital mode of history fosters an understanding of how a discipline creates knowledge. Secondly, how students can develop digital literacy and their own interpretations of the past by constructing a scholarly argument in the digital mode, and how it is evaluated. Lastly the session will examine how the digital mode of scholarship provides a unique and valuable opportunity for faculty and librarians to collaborate to further student learning.
Saturday, June 12, 2010

10:00-11:30 am **5th Concurrent Sessions**

**Room D (EC 2075)**

*Crossing borders from research to practice with games-based library instruction (25 mins)*

**Presenters: Jo-Anne Naslund & Emily Tufts, University of British Columbia, Education Library**

Jo-Anne Naslund and Emily Tufts share their experiences using SmartBoard technology and interactive games to teach information literacy at UBC’s Education Library. Drawing upon the research literature from Canada, the US, and Great Britain, this presentation aims to provide participants with information on best practices in games-based library instruction. This session will identify barriers to the adoption of interactive whiteboard technology in instructional practice, strategies for overcoming these barriers, and examples of successful games-based library instruction programs. Session participants will leave with the tools and the evidence to incorporate interactive games into library curriculums that both engages learners and enhances the quality of information literacy instruction.

*Web 2.0 as a state of mind: Creating academic collaborative learning communities (25 mins)*

**Presenters: Alison Hicks & Alison Graber, University of Colorado, Boulder**

Academic librarians and university faculty often work and learn in separate spaces yet both are focused on the improvement of student learning. At the University of Colorado, Boulder, the Faculty Teaching Excellence Program institutes in 2008 and 2009 centered on “Increasing Student Engagement and Creating Learning Communities Using Web 2.0 Tools.” These institutes became a joint learning space for librarians and faculty to explore and develop a common vision of 2.0 learning and information literacy. Working in diverse collaborative groups led to a better understanding of participants’ knowledge and expertise and the creation of innovative projects that benefited all stakeholders.

*Inside the iPod, outside the classroom: Teaching in a new space (25 mins)*

**Presenters: Sara Davidson & Susan Mikkelsen, University of California, Merced**

During this session participants will learn how UC Merced librarians used an iPod Touch Library Tour to transform a lackluster in-person instruction session into an active learning opportunity. By tapping into a local campus grant and collaborating with the campus writing program, librarians took students outside the confines of the library instruction room where they participated in an asynchronous learning activity via the small and, for many students, familiar iPod Touch. This session will clarify why we chose this form of instruction, our collaborative and communication efforts, the production process, our assessment strategies, and the overall challenges of undertaking this project. Participants will have the opportunity to view portions of the tour on the iPod Touch.
Saturday, June 12, 2010

10:00-11:30 am  **5th Concurrent Sessions**

10:00-11:30 am  **Library Lab (in the Library on the ground floor of the main building on campus)**

*Promoting quantitative and statistical literacy through library-based instruction*

**Presenters:** Harrison Dekker & Jesse Silva, University of California, Berkeley

Drawing upon their experience working with undergraduates at UC Berkeley, the presenters will demonstrate an approach librarians can use to introduce students to data analysis using a freely available web resource. The emphasis of the session will not be on how to find data, but rather will focus on basic statistical and data manipulation skills that allow a student to, for example, develop an argument based on their own analysis of data, rather than having to rely solely on analysis done by others. This session will assume no previous training in statistical methods, but prior experience with assisting or instructing students in the social sciences will be beneficial. Participants will be introduced to SDA, a web-based application widely used for teaching data analysis.

11:30 am - 12:30 pm  **Lunch, Roderick Mah Centre for Continuous Learning**

Sponsored in part by the Canadian Library Association Information Literacy Interest Group

12:30-2:00 pm  **6th Concurrent Sessions**

12:30-2:00 pm  **Room A (EC 1060)**

*Don’t forget about us! A new look at services for international students (25 mins)*

**Presenters:** Maryann Hight, California State University, Stanislaus; Lorrie Knight, University of the Pacific; & Lisa Polfer, Soka University of America

International students are a growing and vital part of the North American university community. However, they may be ‘invisible’ patrons within the academic library. Small to medium sized colleges and universities often have correspondingly small populations of international students. Due to lack of resources and funds, libraries may feel they cannot meet the needs of these students and this lack is often reflected in instructional programs. Although older literature indicates that international students are technologically and resource disadvantaged, current evidence of this is sketchy.

*Terra incognita with no GPS: A case study approach to mapping assessment (55 mins)*

**Presenters:** Amy Hofer & Margot Hanson, Golden Gate University

We need evidence of our value to justify the library budget, gain buy-in from faculty, and please accreditors, but the process of gathering meaningful evidence can be quite a challenge. After all, were you trained to do this kind of research? Neither were we, but the Assessment Coordinator that our university hired in preparation for a WASC visit guided us through our study design. Drawing on this relationship with a neutral expert outside the library, two business librarians at Golden Gate University designed an effective learning assessment of our instruction to our school’s intensive ESL program. We’ll use the valuable lessons we learned as a starting point for small-group exploration of some real-world assessment territory.
Saturday, June 12, 2010

12:30-2:00 pm  **6th Concurrent Sessions**

12:30-2:00 pm  **Room B (EC 1050)**

*Innovation: The language of learning Libraries (90 mins)*
*Presenters: M.J. D’Elia & Randy Oldham, University of Guelph*

Can anyone learn to be innovative? Can innovation be developed and nurtured until it becomes a habit of mind? What does innovation look like in a library or information literacy context? To address these (and other) questions, we created an experimental staff-training program at the University of Guelph Library called “Innovation Boot Camp.” Each week the participants engaged in playful activities (field observation, rapid prototyping, concept mapping, and other thought experiments) designed specifically to inspire, energize, and challenge participants to be more innovative at work. We believe that innovation is a core component of any learning organization - including libraries. By planting the seeds of innovation and nurturing creativity, we will be better able to support student learning in all forms. This session will provide an overview of the Innovation Boot Camp program, lead attendees through a few short activities, and share our reflections on the experience in terms of organizational learning.

12:30-2:00 pm  **Room C (EC 2065)**

*Making a difference to the K12 community: How an academic library works to bridge the readiness gap (25 mins)*
*Presenter: Evelyn Barker, University of Texas, Arlington*

In 2008-09, University of Texas Arlington Library hosted nearly 700 K-12 students for tours, information literacy instruction, and research. Through these efforts, the library hopes to help bridge the gap between secondary and higher education. This session will share:

- Reasons for inviting K12 classes to an academic library
- Outreach techniques for this audience
- Services provided through the library, including instruction
- Issues involved
- Results seen from our efforts

Participants will be encouraged to share their own stories or concerns about secondary students in the academic library and discuss how libraries can become more involved in bridging the readiness gap.

*Yours, mine, and ours: Collaboration beyond institutional boundaries (55 mins)*
*Presenters: K. Alix Hayden & Barbara Brydges, University of Calgary; Erin Hansen, Calgary Board of Education*

This session will explore the essential components necessary for collaboration across institutional boundaries, specifically school and academic libraries. We will highlight how teacher librarians and academic librarians can work together to build collaborations that support OUR children in the K-16 environment. This interactive session will encourage participants to contribute to ‘best practice’ collaboration examples through small group discussions and the development of a LibGuide during the session.
Saturday, June 12, 2010

12:30—2:00 pm 6th Concurrent Sessions

12:30—2:00 pm  Room D (EC 2075)

Extending Our Reach: Developing information literacy instruction for adults with developmental disabilities

Presenter: Janet Monteith, Mount Royal University

At Mount Royal University as in several other Alberta post-secondary institutions, there are Transitional Vocational Programs (TVP) to help Albertans with mild developmental disabilities prepare for employment and independent living and to provide these students with a post-secondary educational experience. Over the past five years Janet Monteith, a MRU librarian, has worked with two TVP instructors to develop and deliver information literacy instruction that complements classroom instruction in a functional literacy course. The goals for these information literacy sessions are to introduce students to the MRU Library, collections, and services, to promote reading and life-long learning and to teach basic research skills to students that support the course learning outcomes and assignments. Session participants will come away with information about the TVP program and students, the steps in the development of the information literacy instruction, what has worked and what has not worked, identified benefits, and potential future activities.

Turning the tables: A faculty-centered approach to incorporating information literacy into the curriculum

Presenters: Ielleen Miller, Chadron Hazelbaker, & Nadean Meyer, Eastern Washington University

Teaching students the same information literacy skills no matter what class level they are at can be extremely frustrating. Since Fall 2007, the librarians at Eastern Washington University have been strategic in working with departmental faculty to have them articulate key information literacy skills. Rather than asking them how they would incorporate the ACRL standards, we wanted them to come up with their own wording. We asked the faculty: What skills do you want students to demonstrate? At what point during the major will they demonstrate the skill? How will you know if they have the skill? What should the librarian’s role be in this process? During this session, two librarians and one departmental faculty member will discuss the project, focusing on what worked well and what to avoid.

12:30-2:00 pm  Library Lab  (in the Library on the ground floor of the main building on campus)

Teaching in our PJs – Delivering synchronous online library instruction (90 mins)

Presenters: Anne Barnhart, Diane Fulkerson, & Andrea Stanfield, University of Western Georgia

Collaborative learning software applications allow instructors to hold synchronous class sessions with their students. It provides instructors with the ability to allow group work and for students and instructors to share presentation materials and to include such things as videos, music, and websites with students, which makes it a perfect venue for online library instruction. The interactive session will allow participants to use some of the many features available in Wimba. Participants will have the opportunity to learn how to create an online classroom that enhances instruction for students and develop an instructional scenario for use with this type of technology.
Embedded at the grassroots: A new nursing program in Saskatchewan adds a librarian to its curriculum development team (25 mins)
Presenter: Rian Misfeldt, Saskatchewan Institute of Science and Technology
“Transcending our borders…” Rian Misfeldt would like to tell you a story. This story will focus first on the pathways that led to a special invitation from a new post-secondary nursing program in Saskatchewan. The invitation was to sit on a 12-person committee that will ultimately provide the framework for a new nursing curriculum delivered by SIAST (his home institution) and its partner, the University of Regina. Second, he will relate the roles he has played on this committee and the outcomes he has influenced in these unique circumstances – ‘unique’ because he is only one of two non-nursing faculty involved in this project. Hear the story – and learn about one librarian’s special “border crossing.”

Moving beyond information literacy triage: Developing a comprehensive information literacy program for a medical faculty (25 mins)
Presenters: Dale Storie & Sandy Campbell, University of Alberta
Information literacy is highly integrated into the undergraduate medical education program offered by the University of Alberta Faculty of Medicine and Dentistry. However, the Faculty is large and diverse, and also includes medical residency programs and graduate research programs in numerous clinical and basic medical sciences departments. Furthermore, many residents, faculty members, and clinical instructors are remotely located. In this session, we describe the development of a comprehensive information literacy program designed to address the needs of all constituents in the Faculty. A needs assessment of the various departments, groups, and programs within the Faculty identified gaps in current instruction and priorities for new information literacy initiatives. From this information, liaison librarians have developed an integrated and multimodal instructional strategy to be delivered through staged implementation.
Saturday, June 12, 2010

2:30-3:30 pm 7th Concurrent Sessions

2:30-3:30 pm Room B (EC 1050)
Mad Men in your library: Copy writing and information literacy (55 mins)
Presenter: Emily Missner, Drexel University
In this hands-on writing workshop, we will delve into the challenge of writing about information literacy in a way that perks the interest of our library patrons. Using what advertisers, or “Mad Men,” know about our favored demographic – 18 to 34 year olds, we’ll discover some of the best ways to describe information literacy pedagogy to our users. How can we make our message interesting enough for them to watch the movie, read the blog post, or use the Web page? We will look at some of the devices that advertisers use to market to our target demographic, and we’ll work both individually and in small groups to create some great copy for marketing library services, products, and library research skills. Workshop participants address creating a mood, a voice, and a persona for writing about library research as well as effective personification, analogies, and allegories for library products and services.

2:30-3:30 pm Room C (EC 2065)
Extending the one-shot instructional session with customized research guides (25 mins)
Presenter: Eleanora Dubicki, Monmouth University
One-shot instruction sessions present a challenge for librarians to effectively prepare students to carry out the research process – creating search strategies, accessing appropriate materials (free and subscription), evaluating sources, and incorporating materials into research papers. Time constraints also limit the number of databases or websites that can be demonstrated during the session, without overwhelming the students. One method of extending the learning experience is to create customized electronic research guides to support assignments. Using Powerpoint and live demonstrations, the presenter will reveal how she collaborated with faculty members to develop course-specific research LibGuides, incorporating links to databases, Internet sites, RSS feeds, videos, and podcasts. The process of creating the guides, measuring student and faculty feedback, and reviewing usage statistics will be discussed, as well as the benefit of extending the learning process.

Sharing success across national boundaries: Going global with the Handbook for Information Literacy Teaching (25 mins)
Presenter: Nigel Morgan, Cardiff University
The presentation will introduce participants to Cardiff University’s prestigious Handbook for Information Literacy Teaching. This resource was created to provide jargon-free, friendly guidance and inspiration for IL instructors when preparing engaging and invigorating lessons. It is now freely available to the global IL community via the web. The presentation will highlight the Handbook’s treasure trove of ideas, tips and materials which can be repurposed / adapted as the occasion demands. Participants will gain an insight into the evolution of this ongoing project, discover how it has been implemented at Cardiff and why instructors in Finland and elsewhere in the world have decided to embrace this highly practical and flexible resource. Participants will also be invited to adapt the content and materials themselves when they have returned to their own institutions.
2:30-3:30 pm  **7th Concurrent Sessions**

2:30-3:30 pm  **Room D (EC 2075)**

*Expanding audiences (not just my prof!): Enhancing literacy through blogging (25 mins)*

*Presenters: Andrea L. Williams, Brenda Lang, & Maureen Sheppard, Mount Royal University*

In recent years, there has been widespread concern about university graduates’ literacy – many see recent graduates as lacking the necessary information, reading, and writing skills essential for the 21st century. Many see the rise of texting as spawning a generation unable to spell or punctuate, let alone construct complete sentences and coherent arguments. Rather than simply trying to control students’ use of social media, how can we harness emerging writing technologies to enhance learning and literacy? One way we’re exploring in a business communication course is by using social media to help students become not only better consumers of information and media, but also better producers. This interactive presentation shows how blogging can be a valuable tool to enable students to make their research and writing more accessible to each other, more “public” and provide them with more opportunities to give and receive critical feedback essential to developing research, reading, and writing skills.

*Making the connection: Reaching out to extension staff through portals, YouTube and chat (25 mins)*

*Presenter: Kristen Mastel, University of Minnesota*

Extension staff are located not only at the University of Minnesota, but throughout the state in regional locations, making library outreach a challenge. The Libraries liaison to Extension will outline her marketing and outreach strategies through the use of web 2.0 tools, such as YouTube, RSS, and portal websites.

2:30-3:30 pm  **Library Lab (in the Library on the ground floor of the main building on campus)**

*Information literacy assessment across disciplines: Adapting a Journalism assessment*

*Presenters: Carol Perruso Brown & Barbara Kingsley Wilson, California State University, Long Beach*

This session is an opportunity to adapt a well-refined Journalism assessment to your own discipline, building on a teaching-and-research collaboration between a librarian and a Journalism instructor. First, learn how we incorporated ACRL information-literate standards and journalistic competencies into assessable learning outcomes for Journalism majors. We will discuss briefly how the assignment evolved from a dreaded “treasure-hunt” into a formal, two-semester assessment completed this spring. We adjusted our expectations. We added critical-thinking components, making the assignment more realistic and less bookish—literally—and more relevant to beginning student journalists. Then, attendees will get the opportunity to adapt the assessment to other disciplines, with time for discussion.

3:30-4:00 pm  **Conference wrap-up and next steps, Roderick Mah Centre for Continuous Learning**
Sponsors

The Loex of the West 2010 organizing committee would like to thank the following sponsors for their generous support of this event.
Conference Tips

Computer Access
Wireless internet access is available in the Conference centre and in the main building on campus. We will also have an Internet cafe in the conference centre. If you are staying in residence, you will need an Ethernet cable to connect to the internet - a limited number are available at residence reception.

Photocopying
If you want to make copies of your handouts, there is a copy shop on campus that is open Monday to Friday, 9:00am – 4:00pm and Saturday, 9:30am – 1:00pm. Copiers are also available in the library.

Cash machines
Cash machines are available on the main floor of the campus near Tim Horton’s and near the West Gate in Wyckham House (Credit Union, CIBC, TD Canada Trust, and RBC)

Food and Coffee
Coffee will be available at breakfast and at breaks throughout the day. If you need a pick-me-up in the meantime, the café in the Roderick Mah Centre will be open Thursday & Friday from 7:30 to 3:00, and Saturday from 8:00 to 3:00.

Food and coffee are also available in several other campus locations. Please ask a conference organizer for directions.

Hosting LOEX-of-the-West 2014
If you’re interested in hosting LOEX-of-the-West 2014, please email Margy MacMillan (mmacmillan@mtroyal.ca) with the information required in the list below (1 or 2 pages maximum please). The deadline is SEPTEMBER 30, 2010. The hosts of LOTW 2010 and 2012 will choose the site for LOTW 2014 by mid-October. If you have any questions at all about hosting, please stop by the conference office or contact the co-chairs of LOTW 2010, Meagan Bowler (mbowler@mtroyal.ca) or Margy MacMillan (mmacmillan@mtroyal.ca)

LOEX-of-the-West 2014: Proposal to Host
LOCATION/INSTITUTION:
DATES:
LOCATION/INSTITUTION:
DATES:
PROPOSED THEME:
INSTITUTIONAL SUPPORT:
AFFORDABLE:
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HOUSING:
TRANSPORTATION ROUTES:
POSSIBLE ACTIVITIES:
CONTACT PERSON: (name, email, and telephone number)